

Grade 2 Writing Book 4

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length: **Sample**
Status: **Published**

Course Pacing Guide

2nd Grade ELA Pacing Guide

Reading Unit	Writing Unit	Weeks	Suggested Month	Trimester
Second Grade Reading Growth Spurts (Book 1)	Lessons from the Masters: Improving Narrative Writing (Book 1)	8-10	September-November	1
Becoming Experts: Reading Nonfiction (Book 2)	The How To Guide to Nonfiction Writing (New Book- replaces Lab Reports and Science Books: Book 2)	8-10	November-February	1/2
Bigger Books Mean Amping Up Reading Power (Book 3)	Poetry: Big Thoughts in Small Packages (Book 4)	8-10	February-April	2/3
Series Reading Clubs (Book 4)	Writing About Reading (Book 3)	8-10	April-June	3

Unit Overview

Poetry: Big Thoughts in Small Packages (Book 4)

In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students. Centers could include a “Five Senses Center” where students practice using descriptive language; a “Metaphor Center” where students compare objects by using phrases including “like a ...” or “reminds me of...” or “as a...”; a “Singing Voices Center” where children sing songs and write new ones. You could include centers where students make shape poems, cut up poems to play with line breaks, or read poems with feeling, drama, and rhythm.

Big Ideas: Course Objectives / Content Statement(s)

- ☐ Develop precise and descriptive language through the creation of poems.

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- ☐ Writers use all they know about writing to write poems.
- ☐ Writers use precise words, phrases, and line breaks to create images in poems.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- ☐ How do writers write with precision and description?

New Jersey Student Learning Standards (No CCS)

LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Amistad Integration

Use mentor texts that feature voices from diverse cultures and communities:

- Feel the Beat, Marilyn Singer
- One Leaf Rides the Wind, Celeste Davidson Mannis
- The Sun Is So Quiet, Nikki Giovanni

Additional Amistad Integration Curriculum

Resources: <https://docs.google.com/document/d/1CZYy8p1m64wHeVti-790MxftN1Z7CVzv2IdDeDFJ0DE/edit>

Holocaust/Genocide Education

- Teach district mandated diversity lessons: <https://drive.google.com/drive/u/1/folders/0B-SfydOV5B-4dFdXTC11VzBfY0E>
- Incorporate Responsive Classroom Program into classroom community
- Suggested text: Yertle the Turtle, Dr. Seuss

SJ.1	Students will develop positive social identities based on their membership in multiple groups in society.
SJ.2	Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
SJ.3	Students will recognize that people's multiple identities interact and create unique and complex individuals.
SJ.4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Interdisciplinary Connections

SCI.K-2.5.3.2.D.1	Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

Technology Standards

LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry

21st Century Themes/Careers

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy Media Literacy
- Life and Career Skills

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

<http://www.scholastic.com/browse/article.jsp?id=3758520>

PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.4	Identify common household expense categories and sources of income.
PFL.9.1.4.B.5	Identify ways to earn and save.
PFL.9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
PFL.9.1.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
PFL.9.1.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
PFL.9.1.4.C.4	Determine the relationships among income, expenses, and interest.
PFL.9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
PFL.9.1.4.C.6	Summarize ways to avoid credit problems.
PFL.9.1.4.D.1	Determine various ways to save.
PFL.9.1.4.D.2	Explain what it means to “invest.”
PFL.9.1.4.D.3	Distinguish between saving and investing.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning

- Tiered instructional activities
- Differentiation
- Small group instruction

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Conferring notes
- On-demand Writing Prompts
- Student skills checklists
- Student portfolio
- Checklist/rubric
- Questions to Consider when Assessing Student Writing
- Checklist/Rubric-Questions to Consider When Assessing Student Writing- Resources from Primary Writing-Lucy Calkins.
- WTW Spelling Inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active

engagement, and share time)

Summative Assessment

- Lucy Calkins Writing Rubric (<https://www.heinemann.com/>)

Benchmark Assessments

Use Benchmark Assessment to assess students' current reading levels

Fountas & Pinnell Benchmark Assessment Systems

By [Irene Fountas](#), Lesley University, [Gay Su Pinnell](#), The Ohio State University

-Heinemann Publishing

Compare results with *Fountas & Pinnell Instructional Level Expectations for Reading Chart*

<https://www.heinemann.com/fountasandpinnell/handouts/instructionallevelexpectationsforreading.pdf>

-Heinemann Publishing

Alternate Assessments

- Learning Celebrations (Bend 3, Lesson 17)

Resources & Technology

Technology:

- Chromebooks
- iPads
- Google Classroom
- SeeSaw
- Google Slides
- Powerpoint

Resources:

- ☐ TCRWP Second Grade Writing Units of Study: Poetry; Big Thoughts in Small Packages (Book 4)
- ☐ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GR2)
- ☐ Writing Pathways (for rubrics, checklists, and progressions)
- ☐ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation

BOE Approved Texts

- Old Elm Speaks, Kristine O'Connell George (Lucy Calkins Writing Program Mentor Text)

Closure

Share: Students share an example of the teaching point in their writing with a partner or the class

Gallery Walk: On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

Question Stems: Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.

Questioning: "What takeaways from the lesson will be important to know three years from now? Why?"

Connection: Have students dramatize a real-life application of a skill.

Visualize and Share: Students visualize how they will use the teaching point in their writing and then share what they did/will do in their writing.

Teach: Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.

Agree/Disagree: Classmates agree (thumbs up) or disagree (thumbs down) with the idea or response.

Reflection: Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

5 Words Or Less: Challenge several students to sum up your lesson in 5 words or less.

3-2-1: Have students write or discuss 3 things they learned, 2 questions they have, and one "AH-HA" moment from the lesson.

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

Refer to individual student IEP goals. Some suggestions include:

- Shorten assignments to focus on mastery of key concepts.
- Modify writing assignments.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.

- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Refer to accommodations in individual 504 plans. Some suggestions include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Highlighted instructions
- Paper choices
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines

- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview assessment procedures
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking